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| 6.V.1.1: Use appropriate vocabulary to describe art, including Elements of Art, Principles of Design, types of media, various processes, and style.  6.V.1.2: Understand how the Elements of Art can aid in the planning and creation of personal art.  6.V.1.3: Identify artists’ styles.  6.V.1.4: Recognize how artists use the Elements of Art and Principles of Design in creating art. |  |  |

**Visual Arts**

**Sixth Grade**

*Arts*

Visual



*Visual Literacy*

V.1: Use the language of visual arts to communicate effectively



Elementary

High School

Secondary

By the end of Sixth grade students should be able to use the vocabulary of the

visual arts to express their observations about art. They should be able converse about art using the Element of Art and the Principles of Design. Students should be aware of different styles of art and recognize how the artist used the Elements and the Principles of Design. Young artist should become familiar with different types of media and processes.

Assessment of Prior Knowledge and New Terms

* Each semester opens with a Pre test on terms that they should be familiar with and a drawing to assess where they are as visual artist. Review the Principles and Elements and their purpose in art. Students will find a new language to discuss art and apply it to daily conversation about art.
* Basic drawing techniques will be accomplished in a Still life drawing. Through drawing the student’s ability can be assessed A great opportunity to progress to a deeper understand of value and shading and texture, how the elements are used to achieve a balanced composition.
* Students are presented art vocabulary for each media. Students learn different techniques and they have to become accomplished at each with for the art to be successful.
* Each student’s art begins with a schematic sketch or study to help with getting the thought to paper and allows the teacher to discovery how the student has creativity evaluated the instructions.
* Evaluation of art using new vocabulary to discuss a work of art from different time periods and their connection to what was going on in art or the culture. Discuss the important part that art played in the recording of history of a culture. (Examples of art throughout history).
* Classes uses Movie Maker, Edmodo and other software to discuss art terms in group settings and individually. Powerpoint, Smartboard presentations about different art periods and different artist’s work bring about a 21st century learning skill making the students more responsible for their own knowledge.



7.V.1.1: Use art vocabulary to analyze art.

7.V.1.2: Understand how the Principles of Design aid in the planning and creating of personal art.

7.V.1.3: Identify themes in art.

7.V.1.4: Understand the relationship between the Elements of Art and the Principles of Design.

**Visual Arts**

**Seventh Grade**

Assessment of Prior Knowledge and New Terms

* Each semester opens with a Pre test on terms that they should be familiar with and a drawing to assess where they are as visual artist. Review the Principles and Elements and their purpose in art. Students will find a new language to discuss art and apply it to daily conversation about art.
* Basic drawing techniques will be accomplished in a Still life drawing. Through drawing the student’s ability can be assessed A great opportunity to progress to a deeper understand of value and shading and texture, how the elements are used to achieve a balanced composition.
* Students are presented art vocabulary for each media. Students learn different techniques and they have to become accomplished at each with for the art to be successful.
* Each student’s art begins with a schematic sketch or study to help with getting the thought to paper and allows the teacher to discovery how the student has creativity evaluated the instructions.
* Evaluation of art using new vocabulary to discuss a work of art from different time periods and their connection to what was going on in art or the culture. Discuss the important part that art played in the recording of history of a culture. (Examples of art throughout history).
* Classes uses Movie Maker, Edmodo and other software to discuss art terms in group settings and individually. Powerpoint, Smartboard presentations about different art periods and different artist’s work bring about a 21st century learning skill making the students more responsible for their own knowledge.
* Discuss works of art and the artist use of the Principles of Design and how they affect how the art is viewed.
* How one’s own choices in personal art affect the viewer through art criticism
* Understanding the effect color can have on a work of art through comparison of other artist work and using the same work in different color schemes. Explain colors are also symbolic and have different meaning in different cultures.
* Written assignments and journals used to evaluate works of art using artistic language.
* **highered.mcgraw-hill.com/sites/dl/free/.../get90764\_ch03.**pdf

<http://www.artyfactory.com/art_appreciation/art_appreciation.htm>

**Themes in art**

Themes: Daily Life, Sacred Realm, Iconoclasm, Politics and Social Order, Art /Nature, Stories and Histories, Inward Human Experience, Invention/Fantasy, Art/Art, Here and Now

Student need to be become aware of each and how they can and have been used in art.

8.V.1.1: Use art vocabulary to evaluate art.

8.V.1.2: Apply the Elements of Art and Principles of Design in the planning and creation of personal art.

8.V.1.3: Identify how the Elements of Art and Principles of Design differentiate movements, contemporary styles, and themes in art.

8.V.1.4: Analyze the relationship between the Elements of Art and the Principles of Design

**Visual Arts**



**Eighth Grade**

By the end of eighth grade students will understand color use and be able to identify hues, values, intermediate shades, tints, tones, complementary, analogous and monochromatic colors. Student should be able to demonstrate awareness of how color is used to create emotion. Students should be able to identify various line types. Understand the differentiation between surface texture and illusion of texture using visual texture. Identify shape forms and pattern expanding on their use of organic and geometric, positive and negative and create complex patterns. Demonstrate understanding of balance, reputation, rhythm, scale, proportion, unity, harmony, and emphasis. Students should be able create 2D composition that creates an illusion of 3D forms. Be able to evaluate art using art language.

Assessment of Prior Knowledge and New Terms

* Each semester opens with a Pre test on terms that they should be familiar with and a drawing to assess where they are as visual artist. Review the Principles and Elements and their purpose in art. Students will find a new language to discuss art and apply it to daily conversation about art.
* Basic drawing techniques will be accomplished in a Still life drawing. Through drawing the student’s ability can be assessed A great opportunity to progress to a deeper understand of value and shading and texture, how the elements are used to achieve a balanced composition.
* Students are presented art vocabulary for each media. Students learn different techniques and they have to become accomplished at each with for the art to be successful.
* Each student’s art begins with a schematic sketch or study to help with getting the thought to paper and allows the teacher to discovery how the student has creativity evaluated the instructions.
* Evaluation of art using new vocabulary to discuss a work of art from different time periods and their connection to what was going on in art or the culture. Discuss the important part that art played in the recording of history of a culture. (Examples of art throughout history).
* Classes uses Movie Maker, Edmodo and other software to discuss art terms in group settings and individually. Powerpoint, Smartboard presentations about different art periods and different artist’s work bring about a 21st century learning skill making the students more responsible for their own knowledge.
* Discuss works of art and the artist use of the Principles of Design and how they affect how the art is viewed.
* How one’s own choices in personal art affect the viewer through art criticism
* Understanding the effect color can have on a work of art through comparison of other artist work and using the same work in different color schemes. Explaining color are symbolic and what they mean.
* Writing assignments and journals that evaluate works of art using artistic language.
* **highered.mcgraw-hill.com/sites/dl/free/.../get90764\_ch03.**pdf

<http://www.artyfactory.com/art_appreciation/art_appreciation.htm>

Themes in art

Themes: Daily Life, Sacred Realm, Iconoclasm, Politics and Social Order, Art /Nature, Stories and Histories, Inward Human Experience, Invention/Fantasy, Art/Art, Here and Now

* Compare and Contrast different art from different movements
* Explain what the art movements were about and how many movements were about going against what was thought to be art at the time and finding new ways to express what art is.
* <http://www.students.sbc.edu/kitchin04/artandexpression/contemporary%20art.html>

<http://the-artists.org/>

<http://www.visual-arts-cork.com/contemporary-art.htm>

Introduction Contemporary Art and Modern Art and how art movements were a fight against what art was believed to be. How art is affected by what was going on in the world at the time.

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| 6.V.2.1: Generate solutions to artistic problems.  6.V.2.2: Use observation skills of the immediate environment to create original imagery.  6.V.2.3: Understand that original imagery is a means of self-expression used to communicate ideas and feelings. |  |  |

**Visual Arts**

**Sixth Grade**

Visual

*Arts*



*Visual Literacy*

V.2. Apply creative and critical thinking skills to artistic expression.



Elementary

High School

Secondary

By the end of sixth grade students should be able to compile knowledge gathered using different processes for different media, the tools necessary, techniques, approaches, technologies, safe practices, when producing art. Students should become familiar with the arts as a way to express feelings and ideas. The approaches that artist takes to express it through art and how to apply it to individual works of art. Students should be visually expressive and the visual use of the environment to create works of art. They should learn to perceive and respond to the visual world.

* Student will create progressively more multifaceted works of art reflecting personal choices and increased technical skillfulness.
* Watercolor techniques and procedures: an artist must leave white and does not paint white, how each different techniques will affect the painting such as wet on wet, tools that can be use to produce different affects such as splattering, scraping, watercolor pencils, etc.
* Tempura Painting and adding different mediums to get different effects such as glitter, texture, glazing, etc. Sealants used to protect the work of art and why it is necessary. Difference between gloss, satin and matte mediums and varnishes.
* Acrylic Painting and additives and different tools such as brushes, palette knifes, texture additives such as modeling paste. The different brush types used in each medium. Different techniques that will accomplish desire effects.
* Mixed Media and Collage techniques. Transfers using mediums such as gel to transfer images from copier or images from magazines. These projects could also be a considered a green project that recycles thing that would normally be thrown away.
* Sculptures such as relief and sculptures in the round come with a whole different set of problems and issues. Thinking beyond 2 D and finding stuff to accomplish the sculpture. Finding a meaning for the art each artist is producing. Also Environmental art and why this art form is important and what this art form is about.
* Specific media and processes that create moods, feelings, themes, or ideas.
* Use technology to create original works of art.
* Each medium has a set of techniques and problems, students observationally approach each with the skills necessary and following the basic rules that apply to the use of each media creating works of art .
* Change, edit, or revise their works of art as it develops according to instruction and after critique.
* Students will demonstrate knowledge of the processes of from sketch, guided practice, creation, critique, self assessment, refinement to exhibit preparation.
* Learn to perceive the world around them and respond to environment to create works of art.

**Visual Arts**



7.V.2.1: Evaluate solutions to artistic problems.

7.V.2.2: Use observation skills of the environment and personal experiences to create original imagery.

7.V.2.3: Create original art emphasizing selected elements and principles to express

**Seventh Grade**

* Color Theory and how color produces emotion. Mixing colors procedures and understand what colors to use to get the desired color.
* Art making in any medium comes with its own set of rules and problems that have to be evaluated when beginning any work of art.
* Watercolor techniques and procedures: an artist must leave white and does not paint white, how each different techniques will affect the painting such as wet on wet, tools that can be use to produce different affects such as splattering, scraping, watercolor pencils, etc.
* Tempura Painting and adding different mediums to get different effects such as glitter, texture, glazing, etc. Sealants used to protect the work of art and why it is necessary. Difference between gloss, satin and matte mediums and varnishes.
* Acrylic Painting and additives and different tools such as brushes, palette knifes, texture additives such as modeling paste. The different brush types used in each medium. Different techniques that will accomplish desire effects.
* Mixed Media and Collage techniques. Transfers using mediums such as gel to transfer images from copier or images from magazines. These projects could also be a considered a green project that recycles thing that would normally be thrown away.
* Sculptures such as relief and sculptures in the round come with a whole different set of problems and issues. Thinking beyond 2 D and finding stuff to accomplish the sculpture. Finding a meaning for the art each artist is producing. Also Environmental art and why this art form is important and what this art form is about.
* Expand the gamut of 2D and 3D art processes, techniques, and materials with a concentration on the range of effects possible within each medium such as wash effects stippling, wet, dry transparent media, opaque media, printmaking, 3D mobile and stabile forms, carved, molded and constructed forms
* Working with found objects and assemblage, wood and recycling or repurposing art to create works of art.
* Working with textiles and yarn to produce different visual effects.
* Specific media and processes that create moods, feelings, themes, or ideas.
* Use technology to create original works of art.
* Each medium has a set of techniques and problems, students observationally approach each with the skills necessary and following the basic rules that apply to the use of each media creating works of art .
* Change, edit, or revise their works of art as it develops according to instruction and after critique.
* Students will demonstrate knowledge of the processes of from sketch, guided practice, creation, critique, self assessment, refinement to exhibit preparation.
* Learn to perceive the world around them and respond to environment to create works of art.

**Visual Arts**

8.V.2.1: Create art that uses the best solutions to identified problems.

8.V.2.2: Apply observation skills and personal experiences to create original art.

8.V.2.3: Create original art that conveys one or more ideas or feelings.



**Eighth Grade**

By the end of eighth grade students should be able to produce and understand representational artwork to develop an understanding of how to create art with meaning either from personal experiences, perception, discrimination, memory, and political view or environmental concerns. Create symbolic artwork that causes the viewer to react. Students should understand that art can convey conflict, grief, excitement and be able to apply this knowledge to their own work. Students should be able to show knowledge by the way the art is designed and be able to solve and identify the best solutions. Maintain a portfolio of sketches and finished works. Have an understanding of themes in art and approaches each artist takes to produce works of art that convey meaning.

* Color Theory and how color produces emotion. Mixing colors procedures and understand what colors to use to get the desired color.
* Art making in any medium comes with its own set of rules and problems that have to be evaluated when beginning any work of art.
* Watercolor techniques and procedures: an artist must leave white and does not paint white, how each different techniques will affect the painting such as wet on wet, tools that can be use to produce different affects such as splattering, scraping, watercolor pencils, etc.
* Tempura Painting and adding different mediums to get different effects such as glitter, texture, glazing, etc. Sealants used to protect the work of art and why it is necessary. Difference between gloss, satin and matte mediums and varnishes.
* Acrylic Painting and additives and different tools such as brushes, palette knifes, texture additives such as modeling paste. The different brush types used in each medium. Different techniques that will accomplish desire effects.
* Mixed Media and Collage techniques. Transfers using mediums such as gel to transfer images from copier or images from magazines. These projects could also be a considered a green project that recycles thing that would normally be thrown away.
* Sculptures such as relief and sculptures in the round come with a whole different set of problems and issues. Thinking beyond 2 D and finding stuff to accomplish the sculpture. Finding a meaning for the art each artist is producing. Also Environmental art and why this art form is important and what this art form is about.
* Expand the gamut of 2D and 3D art processes, techniques, and materials with a concentration on the range of effects possible within each medium such as wash effects stippling, wet, dry transparent media, opaque media, printmaking, 3D mobile and stabile forms, carved, molded and constructed forms
* Working with found objects and assemblage, wood and recycling or repurposing art to create works of art.
* Working with textiles and yarn to produce different visual effects.
* Specific media and processes that create moods, feelings, themes, or ideas.
* Use technology to create original works of art.
* Each medium has a set of techniques and problems, students observationally approach each with the skills necessary and following the basic rules that apply to the use of each media creating works of art .
* Change, edit, or revise their works of art as it develops according to instruction and after critique.
* Students will demonstrate knowledge of the processes of from sketch, guided practice, creation, critique, self assessment, refinement to exhibit preparation.
* Learn to perceive the world around them and respond to environment to create works of art.
* Maintain a portfolio of sketches and finished works

**Visual Arts**

6.V.3.1: Use tools and media appropriately to maintain a safe and orderly work space.

6.V.3.2: Create art using a variety of 2-D and 3-D media, including digital.

6.V.3.3: Create art in different media using various techniques and processes



**Sixth Grade**

*Visual Literacy*

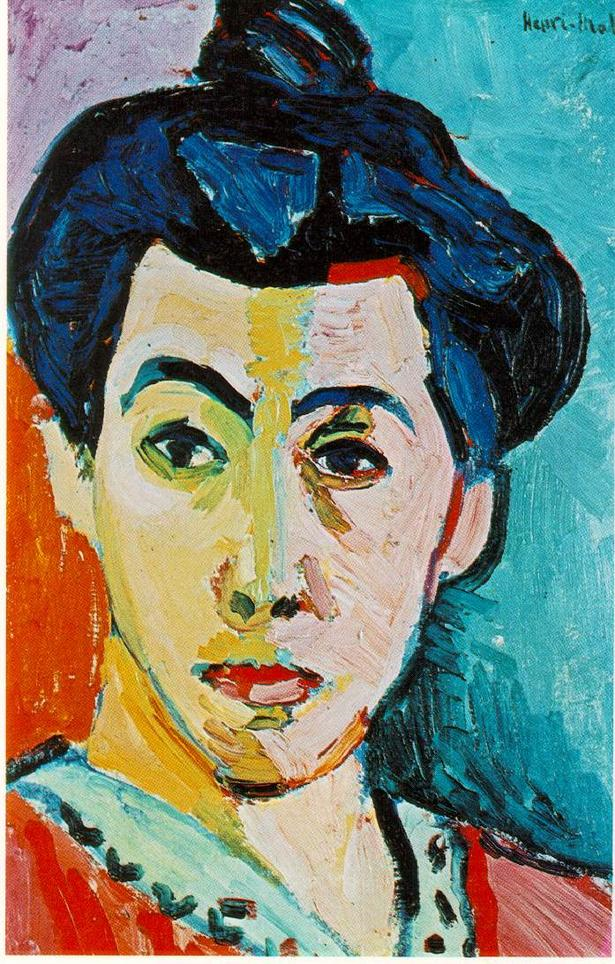
## V.3: Create art using a variety of tools,

## media, and processes, safely and

## appropriately.

* Students should maintain a safe workspace and take care of materials and tools.
* Possess knowledge of tools and their proper use.
* Become familiar with techniques and tools needed for medium including 3D art processes
* Demonstrate awareness of a range of tools such as pens, brushes, markers camera, computers graphic software, printmaking tools,cameras and carving tools for ceramics and sculpture..
* Become familiar with graphic art and the tools of the trade.
* Use appropriate terminology when referring to media and the tools required for the execution of a work of art.
* Students should begin learn about special effects in media to accomplish different desired representation of texture.
* Build on the knowledge that was presented in Elementary art.
* Work in different graphic software to present movies and advertisements.

**Visual Arts**



7.V.3.1: Apply safety knowledge to maintain a safe and orderly personal work space.

7.V.3.2: Compare media in order to choose the best option to create art.

7.V.3.3: Compare techniques and processes to create art.

**Seventh Grade**

## V.3: Create art using a variety of tools,

## media, and processes, safely and

## appropriately.

* Students should maintain a safe workspace and take care of materials and tools.
* Possess knowledge of tools and their proper use.
* Become familiar with techniques and tools needed for medium including 3D art processes
* Demonstrate awareness of a range of tools such as pens, brushes, markers camera, computers graphic software, printmaking tools,cameras and carving tools for ceramics and sculpture..
* Become familiar with graphic art and the tools of the trade.
* Use appropriate terminology when referring to media and the tools required for the execution of a work of art.
* Students should begin learn about special effects in media to accomplish different desired representation of texture.
* Build on the knowledge of different medium.
* Work in different graphic software to present movies and advertisements.
* Sculptures such as relief and sculptures in the round come with a whole different set of problems and issues. Thinking beyond 2 D and finding stuff to accomplish the sculpture. Finding a meaning for the art each artist is producing. Also Environmental art and why this art form is important and what this art form is about.
* Students will be presented each project and will problem solve to find the best solutions to produced each work of art..

**Visual Arts**



8.V.3.1: Apply knowledge of safety and media to maintain and take care of the work space and art.

8.V.3.2: Use a variety of media to create art.

8.V.3.3: Evaluate techniques and processes to select appropriate methods to create art.

**Eighth Grade**

* Students should maintain a safe workspace and take care of materials and tools.
* Possess knowledge of tools and their proper use.
* Become familiar with techniques and tools needed for medium including 3D art processes
* Demonstrate awareness of a range of tools such as pens, brushes, markers camera, computers graphic software, printmaking tools,cameras and carving tools for ceramics and sculpture..
* Become familiar with graphic art and the tools of the trade.
* Use appropriate terminology when referring to media and the tools required for the execution of a work of art.
* Students should begin learn about special effects in media to accomplish different desired representation of texture.
* Build on the knowledge of different medium.
* Work in different graphic software to present movies and advertisements.
* Sculptures such as relief and sculptures in the round come with a whole different set of problems and issues. Thinking beyond 2 D and finding stuff to accomplish the sculpture. Finding a meaning for the art each artist is producing. Also Environmental art and why this art form is important and what this art form is about.
* Students will be presented each project and will problem solve to find the best solutions to produced each work of art..

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| **Visual Literacy Strand**  Visual literacy relates to the language of art, how it is organized, and how it is used to communicate as a language of its own. Visual literacy relates to all aspects of becoming “art literate,” including an understanding of how the Elements of Art and Principles of Design are used for personal expression and communication through art. Visual literacy also encompasses the application of critical and creative thinking skills to artistic expression and solving artistic problems, as well as using a variety of tools, media, and processes safely and appropriately while creating art.  **Essential Standards**  There are three Essential Standards (V.1), (V.2), and (V.3) in the Visual Literacy Strand for Visual Arts:  **• V.1:** The first Essential Standard requires students in grades 6-8 to better understand the Elements of Art and the Principles of Design. They use correct terminology when talking about art, including correct names for processes such as wash, blending, relief printing, glazing, etc. Students use the elements and principles to plan their art. For example, when asked to compose a work that demonstrates variety and unity, they select the most appropriate shapes, lines, and colors. Students see how different artworks from different styles and movements successfully incorporate the Elements of Art and Principles of Design, which helps them to infer an artwork’s meaning.  **• V.2:** The second Essential Standard requires students to generate and evaluate their solutions to artistic problems. When given an artistic problem, students in grades 6-8 understand that some solutions are better than others. For example, students may be given the problem of creating a vibrant cityscape full of excitement using only cool colors. Students might choose to create excitement using diagonal lines or by using repetition of shapes. Students understand the value of creating art from original ideas as a way to express one’s feelings and how to use observation skills and personal experiences to generate ideas. For example, students may create a self-portrait that expresses aspects of their identity through the use of color and shape. Students understand that by carefully manipulating the elements and principles, they can convey different ideas or feelings. For example, when students create a self-portrait, they select an emotion to go with the self-portrait, such as anger or fear.   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **• V.3:** The third Essential Standard requires students in grades 6-8 to use new and more complex tools, media, and techniques, and they envision new ideas based on these media and techniques. Their artwork involves using a variety of two-dimensional and three-dimensional media, so they attain a larger vocabulary of terminology. Students not only learn to clean and take care of their tools, but they also store them properly and handle them with care as they transport their tools and media from one place to another. Students become more selective about which medium is best to use for specific projects. For example, they may evaluate three different printing processes to select an appropriate method for creating an abstract animal. When asked to justify their reasons for selecting a specific medium or process, they do so using the appropriate terminology and reasoning.   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Visual Literacy** | | | | | | **Essential Standard** | Beginning | **Intermediate** | **Proficient** | **Advanced** | | **V.1: Use the language of visual arts to communicate effectively.** | B.V.1.1: Use art vocabulary when discussing art and artistic styles.  B.V.1.2: Apply the Elements of Art and Principles of Design to create art.  B.V.1.3: Classify art according to specified styles.  B.V.1.4: Recognize how Elements of Art and Principles of Design are used in art. | I.V.1.1: Use art vocabulary to critique art.  I.V.1.2: Understand how design influences artistic expression.  I.V.1.3: Understand the use of global themes, symbols, and subject matter in art.  I.V.1.4: Analyze images through the process of deconstruction (the components of the image and its meaning). | P.V.1.1: Use art vocabulary to analyze compositions.  P.V.1.2: Understand the relationship between personal expression and design.  P.V.1.3: Recognize contemporary styles, themes, and genres in art.  P.V.1.4: Evaluate the use of the Elements of Art and Principles of Design in art. | A.V.1.1: Use art vocabulary to explain compositional choices.  A.V.1.2: Create art based on personal expression and applied design.  A.V.1.3: Create art that responds to contemporary themes in art.  A.V.1.4: Analyze the compositional components of art. | | **V.2: Apply creative and critical thinking skills to artistic expression.** | B.V.2.1: Understand the role of planning in solving artistic problems.  B.V.2.2: Understand the relationships between sensory awareness and artistic expression.  B.V.2.3: Create personal, symbolic expression as a means of communication (original, visual language). | I.V.2.1: Generate innovative solutions to artistic problems.  I.V.2.2: Use experiences and observations to create content for art.  I.V.2.3: Understand the role of emotion, imagination, and creativity in producing content for original art. | P.V.2.1: Implement planning to arrive at original solutions to artistic problems.  P.V.2.2: Recognize how personal experience influences the perception of the environment.  P.V.2.3: Understand the relationship of creative expression to the development of personal style. | A.V.2.1: Create original art in response to artistic problems.  A.V.2.2: Create art using experiences and observation to represent individual perspectives.  A.V.2.3: Generate art based on a creative exploration of a concept. | | |

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| 6.CX.1.1: Understand the visual arts in relationship to the geography, history, and culture of world civilizations and societies from the beginning of human society to the emergence of the First Global Age (1450).  6.CX.1.2: Analyze art from various historical periods in terms of style, subject matter, and movements.  6.CX.1.3: Analyze the effect of geographic location and physical environment on the media and subject matter of art with an emphasis on South American and European art. |  |  |

**Visual Arts**

**Sixth Grade**

*Arts*

Visual



Elementary

High School

Secondary

*Contextual Relevancy*

CX.1: Understand the global, historical, societal, and cultural

context of the visual arts.

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| CX.1: Understand the global, historical, societal, and cultural contexts of the visual arts.  |  |  |  | | --- | --- | --- | | B.CX.1.1: Use visual arts to explore concepts in world history and relate them to significant events, ideas, and movements from a global context.  B.CX.1.2: Explain how art influences historical perspectives on society.  B.CX.1.3: Understand how art is used to document human experience.  B.CX.1.4: Interpret art in terms of cultural and ethnic context.  B.CX.1.5: Explain the effect of the geographic location and physical environment on the media and subject matter of art. | I.CX.1.1: Use visual arts to explore concepts of civics and economics, such as systems, functions, structures, democracy, economies, and interdependence.  I.CX.1.2: Understand the role of visual art in documenting history.  I.CX.1.3: Classify art by artist, movement, and style.  I.CX.1.4: Explain the influence of contextual knowledge on aesthetic responses to art.  I.CX.1.5: Explain the effect of geographic location and physical environment on design, production, and marketing of art. | P.CX.1.1: Understand the role of visual arts in United States history as a means of interpreting past eras within an historical context.  P.CX.1.2: Understand how personal perspective is influenced by temporal context.  P.CX.1.3: Exemplify contemporary art and artists.  P.CX.1.4: Understand how personal aesthetic responses to art are influenced by culture.  P.CX.1.5: Understand the relationship of the environment to art, including technology, preservation, and sustainability of resources. | |

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| |  |  |  |  | | --- | --- | --- | --- | | B.CX.2.1: Analyze the contribution of art to the design of consumable goods, products, and services, both historical and contemporary.  B.CX.2.2: Recognize the interdisciplinary knowledge used in the creation of art.  B.CX.2.3: Analyze the collaborative process in the creation of art.  B.CX.2.4: Analyze the role of art in creating digital images, technological products, and design. | I.CX.2.1: Apply skills and concepts developed in art to daily life.  I.CX.2.2: Apply skills and knowledge learned in various disciplines to visual arts.  I.CX.2.3: Apply collaborative skills to create art.  I.CX.2.4: Analyze how digital design affects communication in art. | P.CX.2.1: Understand the influence of commercial design on personal aesthetics.  P.CX.2.2: Understand how knowledge learned in other disciplines is used to solve artistic problems.  P.CX.2.3: Understand the value of collaboration with peers to arrive at effective solutions to artistic problems.  P.CX.2.4: Analyze how contextual relevance affects aesthetic responses to digital media. | A.CX.2.1: Design a portfolio to reflect personal choices and growth over time as an artist.  A.CX.2.2: Create art using skills and knowledge learned in other disciplines.  A.CX.2.3: Understand the collaborative relationship between the artist and the community.  A.CX.2.4: Analyze the influence of digital media and technology on creating art. |  CX.2: Understand the interdisciplinary connections and life applications of the visual arts. |  |  |  |  |
| **Critical Response Strand**  Critical Response refers to the use of critical analysis to react, either in writing, verbally, through art, or through other modalities or combinations of modalities to art. Critical response requires the use of skills such, as observing, describing, analyzing, interpreting, critiquing, judging, and evaluating personal art and the art of others. Students’ responses may be personal and/or use an objective process.  As they discover the Elements of Art and Principles of Design, they understand how art can be aesthetically pleasing. Students use appropriate art terminology to describe their feelings about art, and they evaluate their own art in terms of its weaknesses and merits. They are critical of their work and of the media and processes they are using. Students use teacher-established criteria, or they develop criteria to judge specific works of art, whether it is their own art or art created by others. Students use self-critiquing to improve the quality of their art. Students make judgments about art and defend their judgments based on knowledge and reflective inquiry.  **Essential Standard**  There is one Essential Standard (CR.1) in the Critical Response Strand for Visual Arts:  **• CR.1:** This Essential Standard requires students in grades 6-8 to use various resources to evaluate works of art, including personal preferences and prior knowledge, incorporating personal and formal criteria. Students use formative assessment in their own art throughout the art making process to improve the quality of their work. For example, students may have ongoing discussions with the teacher to propose suggestions for implementing changes to improve their art; or students may select a piece of their art and write self-critiques. Students also use summative evaluations and critique their art based on identified criteria. |  |  |  |  |

**Visual Arts**

Visual

*Arts*



**Vocabulary**

**abstraction**

art that is non-representational, or that converts forms observed in reality to patterns that are read by the viewer as independent relationships.

**additive**

the process of joining a series of parts together.

**aesthetics**

A branch of philosophy; the study of art and theories about nature and components of aesthetic experience.

**analogous**

Closely related colors; a color scheme that combines several hues next to each other on color wheel.

**arbitrary**

Colors selected and used without reference to those found in the real world.

**art criticism**

An organized system for looking at the visual arts; a process of appraising what we want students to know and be able to do.

**assemblage**

the use of three-dimensional found objects combined to make art; see collage.

**asymmetry**

a balance of parts on opposite sides of a perceived midline, giving the appearance of equal visual weight.

**background**

the part of the picture plane that seems to be farthest from the viewer.

**balance**

The way in which the elements in visual arts are arranged to create a feeling of equilibrium in the artwork. The three types of balance are symmetry, asymmetry, and radial.

**collage**

a technique first used by Cubists such as Picasso and Braque to build two-dimensional images from fragments of printed paper and cloth incorporated into painting.

**colors, primary, secondary, complementary; chroma, hue, value, gradation**

one conventional way of arranging color to show relationships is as a circle or wheel that presents the primary colors (those from which all other colors are derived — red, yellow, blue), and their combinations (the secondary colors orange, green, violet). Colors that fall opposite one another are complementary (red/green, yellow/violet, blue/orange). Chroma and hue refer to the degree of saturation, or vividness of a color, ranging from pure primary color to colors muted by mixture with their complements, black, or white. Value refers to the lightness or darkness of a color, or to gradations of black, greys, and white.

**color relationships**

Also called color schemes or harmonies. Relationships of colors on the color wheel. Basic color schemes include monochromatic, analogous, and complementary.

**color theory**

And element of art. Color has three properties, hue value and intensity.

**composition**

in visual arts, the combination and arrangement of shape, form, color, line, texture, and space so that they seem satisfactory to the artist.

**content**

Message, idea, or feelings expressed in a work of art.

**contour drawing**

the line that defines the outline of a form; by varying the thickness and character of line, an artist can suggest volume and weight.

**contrast**

difference between two or more elements (e.g., value, color, texture) in a composition; juxtaposition of dissimilar elements in a work of art., the degree of difference between the lightest and darkest parts of a picture.

**cool colors**

colors suggesting coolness, blue, green, and violet.

**distortion**

condition of being twisted or bent out of shape. In art, distortion is often as an expressive technique.

**dominance**

the importance of the emphasis of one aspect in relation to all other aspects of the design.

**elements and principles of visual arts**

elements are generally considered to be line, color, shape or form, texture, space, and value; principles are generally considered to be unity, variety, harmony, balance, rhythm, and emphasis.

**emphasis**

Special stress given to an element to make it stand out.

**expressive content**

Ideas that express ideas and moods.

**figurative**

Pertaining to the human figure.

**foreground, middle ground, background**

layers of implied space or planes in the picture space of a two-dimensional work. The foreground is closest to the viewer, then the middle ground, and, most distant, the background.

**focal point**

The place in a work of art at which attention becomes focused because of an element emphasized in some way.

**form**

A three dimensional volume or the illusion of three dimensions; related to shape (which is 2-D)

The particular charactertistics of an artwork’s visual elements (as distinguished from its subject matter or content)

**genre**

The representation of people, subjects, and scenes from everday life.

Gesture drawing

The drawing of lines quickly and loosely to show movement in a subject.

**Harmony**

The principle of design that creates unity within a work of art.

**Hue**

Refers to the name of a color

**Installation art**

Refers to the hanging of ordinary objects on museum walls or the combing of found objects to create something completely new. Later installation art was extended to include art as a concept.

**intensity**

Also called chroma or saturation. It refers to the brightness of a color (full only when unmixed) color intensity can be changed by adding black, white, gray, or an opposite color on the color wheel.

**line** (horizontal, vertical, diagonal)

A point moving in space. Line can vary in width, lenth, curature, color, or direction. Line quality, the unique character of a drawn line as it changes lightness/darkness, direction, curvature, or width.

**mass**

the outside size and bulk of a form, such as a building or a sculpture; visual weight of an object.media and techniques

the materials and procedures used in making art, such as drawing/painting materials, sculptural materials such as clay, wood, or stone; and procedures such as modeling, carving, or construction; printmaking materials and techniques such as relief printing, etching, or lithography; electronic media and techniques such as filmmaking or computer-generated imagery.

**Media**

Plural of medium referring to materials used in art

catargories of art (e.g. painting, sculpture, film)

**mixed media**

an artwork in which more than one type of art material is used to create the finished piece.

**monochromatic**

A color schemen involving one color and its tints and shades (value and indensity)

**mood**

The state of mind or feeling communicated in a work of art, frequently through color.

**motif**

A unit repeated over and over in a pattern. The repeated motif often creates a sence of rhythm.

**movement**

The principle of design that deals with the creation of action.

**multimedia**

Computer programs that involve users in the design and organization of text, graphics, video, and sound in one presentation.

**negative**

Shapes or spaces that are represent the areas unoccupied by objects.

**neutral colors**

Black, white, gray, and variations of brown. They are included in the color family called earth colors.

**nonobjective**

Having no recognizable object as an image. Also called nonrepresentational.

Organic

Refers to shapes or forms

**perspective**

a method of representing the illusion of volume in three-dimensional objects and depth of space on a two-dimensional surface. Techniques include:

**atmospheric perspective:** The use of gradations of color, overlapping, and relative degrees of detail to suggest an impression of depth in space

**linear perspective:** The use of real or suggested lines that converge on a vanishing point or points on the horizon or at eye level, and link receding planes as they do so, to suggest depth in space.

**isometric perspective or projection:** The use of lines to represent an object in which the lines parallel to edges are drawn in their true length and do not converge; sometimes used in architectural or mechanical drawing to convey the actual dimensions of an object.

**pattern**

a decorative arrangement of shapes that repeats in a predictable way.

**printmaking**

techniques of art that are designed to create reproducible images: etching, engraving, woodblock and other relief printing, lithography, serigraphy (silkscreen).

**proportion**

the ratio between the respective parts of a work and its whole. A canon of proportion is a mathematical formula establishing ideal proportions of the human body, as seen in ancient Egyptian and Greek sculpture and reinterpreted in the Renaissance by Leonardo da Vinci.

**representational art**

art that seeks to portray things seen in the visible world; sometimes called figurative art.

**schematic layouts**

sketches or diagrams of works made for projecting the appearance of a final work.

**sculpture**

any work carried out in three dimensions, as opposed to drawing, painting, flat collage, and printmaking, which are usually two-dimensional. **Relief sculpture** refers to compositions in which parts project from a flat surface.

**Artist for Middle School and Art Periods**

Prehistoric Art

Greek Art

Egyptian Art

Medieval Art

Renaissance

Gothic Art

Realism

Impressionism

American Art

Harlem Renaissance

African Art

Abstract Expressionism

Arts and Craft movement

Art Nouveau

Chinese Art

Fauvism

Women in Art ( women’s Movement)

Minimalism

Installation Art

Dad and Surrealism

Environmental Art

Photography

Native American Art

Photo Realism

Pop Art

Animation and Gaming Art

Graphic Art

Symbolism

**Artist**

Michealango

Leonardo de Vinci

Claude Monet

Vincent Van Gogh

Georgia O’Keefe

Rembrandt (printmaking)

Chuck Close

Henry Matisse

Marc Chagall  
Salvador Dali  
Paul Kee  
PabloPicasso  
Andy Warhol

M.C. Escher

Basquiat

Jacob Lawrence

Mary Cassatt

*Georges Seurat*

*Frank Stella*

*Edward Munch*